DOCUMENT RESUME

ED 314 815 EA 020 776

AUTHOR Koprowicz, Constance
TITLE The Cost-Sharing Award Program for State Legislative Research in Education: A Final Report to the United States Department of Education, Office of Educational Research and Improvement.
INSTITUTION National Conference of State Legislatures, Denver, CO.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Aug 88
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Change; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Federal Programs; Higher Education; *Program Evaluation; *State Legislation
IDENTIFIERS *Cost Sharing Awards Program; *Legislative Research

ABSTRACT

Between 1976 and 1988, the National Conference of State Legislatures (NCSL), with funding from the United States Department of Education's Office of Educational Research and Improvement, has administered a program that supported 69 legislative research studies in educational policy. Program grants, known as "cost-sharing awards," were matched with state funding and were intended to generate new knowledge on educational topics of interest to state legislatures. This final report describes the cost-sharing awards program, examines its outcomes, discusses its strengths and weaknesses, and makes recommendations regarding the future of such programs. To obtain a grant award, states had to go through a competitive application process with strict eligibility, selection, supervision, and reporting requirements. A questionnaire sent to the 69 project directors near the end of the project solicited respondents' feedback regarding program intentions, outcomes, benefits, and improvements. The program allowed states to enhance their legislative studies by involving experts, conducting more indepth research, and leveraging additional funds for research. Top choices for future study areas included educational finance and equity, education reform, and higher education finance and organization. Program strengths and weaknesses are summarized, along with individual state outcomes and recommendations for making future programs even more worthwhile and cost-effective. Appendices contain a categorized list of studies, the evaluation questionnaire, and the program evaluation analysis. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

The Cost-Sharing Award Program for State Legislative Research in Education

A FINAL REPORT

to the

United States Department of Education
Office of Educational Research and Improvement

August, 1988

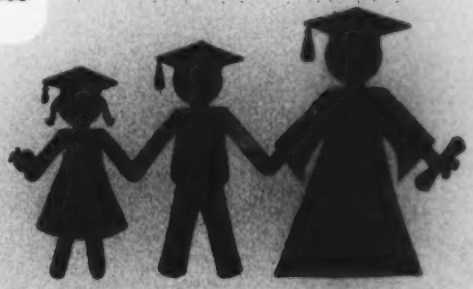
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Constance Koprowicz
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Education Program
National Conference of State Legislatures

BEST COPY AVAILABLE

ED317813
27408 776

The Cost-Sharing Award Program
for State Legislative Research in Education

A FINAL REPORT

to the

United States Department of Education
Office of Educational Research and Improvement

August, 1988

by
Constance Koprowicz

NCSL Education Program

John Myers
Mark Weston
Karen Walker
Constance Koprowicz
Kathy Christie

National Conference of State Legislatures, 1050 Seventeenth Street, Suite 2100, Denver, Colorado 80265, (303)623-7800.

Table of Contents

Preface		iii
I.	Introduction	1
II.	Background	1
III.	Program Evaluation	3
IV.	Strengths and Weaknesses	4
V.	Outcomes	5
VI.	Recommendations	7
VII.	Summary	9
Appendix 1.	List of Studies by Category	10
Appendix 2.	Evaluation Form	14
Appendix 3.	Cost-Sharing Evaluation Analysis	16

Preface

State legislation is the linch pin of an effective education system and research is vital to that lawmaking process. This report provides a final summary of a project, funded by the United States Department of Education, which was designed to stimulate expansion of legislative research efforts in education policymaking with the ultimate goal of strengthening America's schools.

For over 12 years the National Conference of State Legislatures and the Office of Educational Research and Improvement of the U.S. Department of Education have collaborated with state legislators and legislative staff on over 69 research studies. These studies have had a far-reaching impact on this nation's educational system and in many instances they also served to expand the research capacity of state legislatures.

The project, euphemistically known as the Cost-Sharing Awards Program because state legislatures were required to share the project costs by matching the grants provided by the federal government, is unique for three reasons. The first reason is the program's longevity. A 12-year lifespan for any soft-money project indicates a high degree of satisfaction among the funders, and resiliency among the project management. Such has been the case with the cost-sharing awards. Second, the program should be noted for its productivity. The awards resulted in significant outcomes in nearly every state, many of which were replicated in other states. Lastly, the cost-effectiveness of the program is unique. The cost-sharing approach provided state legislatures with seed money which was leveraged, and at least doubled, over the short life of each state's research project.

None of this would have been possible without a vast number of very competent legislators, legislative staff, and educational experts. We gratefully acknowledge their commitment to improving the education enterprise in the United States. In addition, we want to thank the following people for the overall support and direction they have provided to this effort: John Callahan, David Doyle, Bill Harrison, David Mandel, Diane Massell, Lauren Weisberg, and Bill Wilken for their efforts in initiating the OERI cost-sharing program and overseeing the intial studies; Kathy Christie, Ron Field, Jim Fox, Gail Kaplan, Connie Koprowicz, John Myers, Peggy Siegel and Karen Walker for their work in continuing the project.

Mark Weston
Program Manager
NCSL Education Program

NCSL/OERI Cost-Sharing Award Program
for State Legislative Research in Education

FINAL REPORT

I. Introduction

For the last 12 years the National Conference of State Legislatures (NCSL), with funding from the United States Department of Education's Office of Educational Research and Improvement (OERI), has administered a program which supported 69 legislative research studies in education policy (see Appendix 1). This is the final report for that program.

The grants provided through this program, known as "cost-sharing awards", have enabled state legislative studies to be conducted in the area of education policy by matching the grant funds with funding from the state. The products of these studies have led to a broader debate on education issues in the states, the enactment of legislation, procedural changes, and information exchange vital to the improvement of education in the states.

This report describes the cost-sharing awards program, examines its outcomes, discusses its strengths and weaknesses, and makes recommendations regarding future programs of this type.

II. Background

The U. S. Department of Education, Office of Educational Research and Improvement, has been sponsoring the cost-sharing award education policy studies since 1976. At that time OERI was known as the National Institute for Education. Since the program's inception, the Department of Education has provided over one million dollars of funding for the 69 studies which have been conducted through this program. The states themselves contributed a total of more than two million dollars in matching funds.

Each year at least four and no more than ten contracts were awarded for legislative studies. The awards ranged from $5,000 to $25,000 with each recipient state being required to match the award with an equivalent amount of cash and in-kind resources.

The Purpose. The purpose of these grants has been "to generate new knowledge on topics of educational interest to state legislatures." The studies completed through the cost-sharing award process have laid the foundation for legislatures to enact education reforms, including improvements in school finance, special education, higher education funding, and teacher policies. In addition, these reports helped to identify critical questions for future study.

The Process. In order to be eligible for a grant award, states were required to go through a competitive application process which is described below.

Eligibility. To be eligible for a cost-sharing award, groups submitting proposals were required to have some connection with the legislature. Groups eligible were state legislative committees, legislative research offices, study commissions with legislative

members, education governing authorities conducting policy studies under the direction of the legislature, and commissions representing legislatures of more than one state. If a state received a grant one year, that state would not be eligible for funding the next year unless it was applying in collaboration with one or more other states.

Application. After selecting one of the topics eligible for study (i.e. legislative oversight of education; collaboration among schools, parents, and community; etc.) applicants were instructed to prepare a 10-15 page proposal describing their education policy study. It was required that these proposals include the following sections: name of study; summary of work proposed; work statement, research method to be used; resumes for principal person(s) conducting the study; and a timetable and budget. Each proposed project was required to be endorsed by the legislative leader of both houses of the legislature.

Selection. The executive committee of the NCSL Education Committee was responsible for judging the cost-sharing applications. Once a quorum was assembled, awards were selected by a majority vote of those present. Applicant states were encouraged to present testimony before the committee in support of their proposal prior to the judging. A member could not vote on an application from his or her state. Runner-up states were often designated to receive an award in the event that additional funds became available from either the states receiving awards, or the U.S. Department of Education.

The following criteria were used in judging the proposals:

- Importance to the state legislature of the education issue proposed;
- Potential of the research to add new educational information and knowledge to the legislative process in the applicant's state;
- Contributions the study could make to legislative deliberations in other states;
- Relevance and quality of the research design and the proposed staff; and
- Willingness of the requesting state legislature to match the award at a rate greater than one-to-one.

Supervision and Requirements. After the recipient states were selected, a memorandum of agreement was drawn up between the NCSL education project director and the state project director in charge of conducting each cost-sharing study. This agreement detailed the work agenda for the study; and set reporting requirements, payment schedules, and accounting and auditing procedures. The memorandum of agreement was subject to approval by the project officer from the U.S. Department of Education.

The agreement specified that payments would be made to states in three installments, pending completion of: (1) a revised proposal; (2) an interim report; and (3) a final project report. State personnel working on the project reported to the NCSL project director regarding these requirements, and to request assistance, when needed, during the course of the project. The NCSL project director could then contact the OERI project officer if, for example, a state needed an extension to complete their final report.

Quarterly reports regarding the progress of each state's project were compiled by NCSL and sent to OERI.

Report Distribution. Each recipient state was required to submit 50 copies of their final report to the NCSL project director. These reports were then distributed to members of NCSL's Education Committee. In addition, NCSL compiled a publication which included summaries of all of the reports. This publication was updated annually, and has been distributed in recent years to the NCSL Task Force on Education and the Education Committee. Also, it has been available to interested parties through NCSL's marketing department.

III. Program Evaluation

As the cost-sharing awards program neared its end, NCSL and OERI wanted to receive feedback from recipient states regarding their opinions of the project. Some questions which came to mind were: What had the funding allowed states to do that they might not have done without the award? How would participants rate NCSL's administration of the project? Would the study have been conducted without the grant money?

In order to answer these and other questions regarding the program's administration, outcomes, and strengths and weaknesses, NCSL surveyed the state project directors of the many research projects which were conducted through this program. A three-section questionnaire was used to gather this information and evaluate the program's effectiveness.

The Questionnaire. The questionnaire (Appendix 2) was created by NCSL education program staff and approved by the OERI project officer. Surveys were sent to the project directors of the 69 projects created through the cost-sharing awards. Of the 69 surveys mailed, 38 were returned. Responses were tabulated and an analysis was completed.

The first section of the questionnaire utilized a five-point scale. It contained five questions designed to determine the importance of various aspects of the cost-sharing awards program.

The second section of the questionnaire generated data about:

- What the cost-sharing awards allowed states to do;
- What long-term outcomes resulted from the cost-sharing awards; and
- Which education-related topics would be most important for future study.

The final section focused on two things:

- The principal benefits of the cost-sharing awards; and
- Improvements that could be made in the cost-sharing awards program.

The Analysis. The analysis (Appendix 3) revealed that the cost-sharing awards were, overall, an important factor for states when first considering whether or not to conduct an education policy study. The cost-sharing program served as a stimulus to many states

by sparking interest in the research process. Also, most states found it very beneficial to have NCSL endorse their studies.

On the whole, responses to NCSL's administration of the project were highly positive. Some respondents indicated that assistance from NCSL would be important for future studies they might conduct.

Enhancements. The distribution of funds through this project allowed states to enhance their studies in a variety of ways. For example, funds were used to:

- Involve experts in the study;
- Conduct more in-depth research than typically would have been done; and
- Leverage additional funds for research.

Study Topics. When asked which topics would be important for NCSL to focus on for future studies, state respondents named the following three areas, respectively, as their top choices:

- Education finance and equity: Twenty-eight of the 38 respondents felt this area needed further study;
- Education reform: Twenty-six respondents named this area of education policy as important for continued study; and
- Higher education finance and organization: Eighteen respondents felt that support should be given for research in this area.

Further Analysis. Other results from the analysis can be found in Section V of this report, "Outcomes" and in Appendix 3, "Evaluation Analysis".

IV. Strengths and Weaknesses

It is important, when looking back at a program such as this one, to identify its strengths and weaknesses so that future programs can be improved to better serve state legislatures. This program had many strengths. It also had some weaknesses from which we can learn.

Strengths. The cost-sharing awards program had many very strong qualities. For example:

- With minimal funding, this program allowed many research projects to be conducted which otherwise might not have occurred. And the results are documented. It is significant that for a small amount of federal money, so much state legislation was passed, coalitions were formed, and further research was undertaken. The cost-sharing awards program experience suggests that it is not necessarily how much money is involved in a project, but who is involved and what the goals are that lead to successful results.
- NCSL's involvement in the program was a strength. One service that NCSL has been able to provide is making the study reports available to legislators and legislative

staff in all states. This has been accomplished through LEGISNET, NCSL's information database, where many of the reports can be accessed by any legislator or legislative staff person interested in the subject of the report. Also, through the distribution and availability of other publications stemming from this program, NCSL has helped to make many legislators, legislative staff, and others concerned with education research, aware of these reports and their findings.

- Survey respondents cited a number of other benefits which they received from the cost-sharing awards. These included:

  1. The opportunity for legislators and legislative staff to become more knowledgable in specific subject areas;

  2. The increased awareness of the study topic, not only in the legislature, but in other policymaking groups and in the private sector as well; and

  3. The professional challenge that the grants offered to legislative staff.

Weaknesses. There were a few areas that could have been improved in this program. Some of the weak points are described below.

- In our opinion, little, if any, relationship existed between NCSL and the experts hired by the states. Grant money was used to hire experts who, though qualified in their field, may not have had access to the information or the people available to NCSL. In many cases it would have been more beneficial and less expensive if NCSL had been involved in hiring the consultant. For example, NCSL has a quid pro quo relationship with many education consultants and organizations. Frequently, if NCSL had been involved in the process, experts could have been secured at little or no expense.

- From past experience, we believe that a larger role in the implementation of the studies could have been undertaken by NCSL in a cost-effective way had OERI directly funded NCSL staff to arrange for and/or provide support. This might have been done through NCSL technical assistance to the states; by NCSL convening experts and legislators; or through NCSL expertise through testimony.

- Respondents suggested that the administration process could be improved by:

  1) Allowing more time for states to conduct their studies;

  2) Providing funds for the continuation of research for a few selected studies; and

  3) Convening those involved in the studies so that they could exchange information not only regarding their results, but how those results were reached.

  4) Enabling NCSL to have more on-site involvement to enhance the visibility and validity of the research work.

V. Outcomes

This program produced a number of positive results. The following examples are some of the outcomes described by survey respondents.

Legislation. In response to the survey, 18 of the 38 respondents reported that legislation had been enacted in their state as a result of the research done in conjunction with this program. Some examples are:

- Missouri's 1975-76 study led to a new school finance formula for their state.
- Nebraska's 1983-84 study led to legislation which established funding and programs for job training.
- Rhode Island passed legislation mandating suicide education in the health curriculum as a result of their 1985-86 study.
- Vermont's 1985-86 study led to an entirely new state aid to education formula.
- West Virginia's 1988 Education Reform package resulted from their 1983-84 study.

Policy Changes. Aside from new legislation, other results were also reported. Approximately half of the responding states implemented policy changes as a result of their studies. For example:

- As a result of Oklahoma's 1987 study the State Board of Education has given its support to a new accounting system.
- Nebraska's 1985-86 study led to the curtailing of cost increases, and an improvement in programming for early childhood special education.
- Tennessee modified its funding formula after its 1980-82 study.
- In West Virginia, changes were made in teacher certification requirements as a result of their 1983-84 study.

Coalitions. Also, new coalitions were formed and previous coalitions were strengthened. Some examples are:

- West Virginia's Joint Committee on Quality Education was established in 1986 as a result of their 1983-84 study on statewide school improvement.
- Rhode Island's Task Force on Adolescent Suicide resulted from their 1985-86 study.
- Arkansas' Vo-Tech Department, JTPA and Literacy Councils now work much more closely as a result of their 1987 cost-sharing awards study; and
- The teachers, administrators, unions, and school boards in Vermont also have closer working relationships since the state's 1987 study.

Further Research. Finally, some states indicated that the work done on their study lead to further research in specific policy areas:

- Alabama expanded its 1980-82 study of state-level management to include finances;
- In Nebraska, after a 1987-88 cost-sharing award research report on community report cards was completed, an oversight committee was formed to evaluate the Department of Education

- Tennessee's report of 1986-87 on the Tennessee Comprehensive Education Act became the basis for legislative feedback; and

- Rhode Island, after its initial 1985-86 research into implementing a pilot suicidal awareness program in schools, is now conducting a study of suicide attemptors in the state.

In addition, NCSL has produced a variety of publications and has been able to disseminate an extensive amount of education policy information.

Information Requests. During the first years of the cost-sharing awards, this program provided the NCSL Education Program staff with the opportunity to answer requests that legislators had for information on various educational policies and programs throughout the country. Today, this responsibility is inherent in NCSL's Education Program, independent of the cost-sharing awards program.

Publications. NCSL has produced a variety of publications and has been able to disseminate an extensive amount of education policy information as a result of this program. Some of these publications are listed below:

- Directory to Legislative Studies in State Education Policy (updated annually);

- Legislative Research Studies in State Education Policy: Selected Case Studies, 1983-1986, by Dr. Terry Gnezda;

- Education and Economic Growth: A Legislator's Guide, by Peggy M. Siegel;

- Emerging Issues: A Survey of Education Committee Chairs. This publication was, and is currently, updated annually. The reports have been written by Dr. Peggy M. Siegel, Karen Walker, and Mark Weston;

- Evaluating State Education Reforms: A Special Legislative Report, by Michael W. Kirst of Stanford University; and

- Studies in State Education Policy: A Final Report 1976-1988, compiled by NCSL's education program staff.

Some of these reports have served as the basis for education policy discussions. All of these publications were distributed by NCSL to the Task Force on Education, the NCSL Education Committee, and other education specialists.

VI. Recommendations

The survey of the cost-sharing award recipients clearly showed that states initiated education policy studies because of the related merits of the cost-sharing award program.

The outcomes of the program were very positive and generally indicated that more in-depth research was done, and more experts were employed by states for their studies as a result of the cost-sharing award program. Also, the outcomes of the research projects show that these projects played a major role in initiating legislation and policy action which contributed to overall educational improvement in participating states.

Over the years, the program has increased its popularity among the states and the studies have improved. The twelfth year of the program had the highest number of applicants ever. Also, the quality of research methodology employed in the studies has steadily improved.

Consequently, it is our opinion that the cost-sharing awards program should be continued. If re-established, we feel that the following recommendations should be incorporated into the program:

- *Provide NCSL with the opportunity to assist in the studies.*

  If this recommendation were implemented it would mean that some resources would be allocated to allow NCSL to provide direct assistance to cost-sharing award recipients. Money would be used for: specific research related to the projects; travel for NCSL staff to participate in the planning and implementation of the projects; and NCSL staff time to secure experts who would assist in the projects.

  In short, this recommendation would increase the efficiency of the projects by ensuring that the most cost-effective experts are utilized and that replication across projects is avoided. Also, on-site involvement by NCSL would increase visibility of the project, drawing added attention to the area of education policy being researched.

- *Ensure that the studies are focused on areas directly related to legislative responsibility.*

  Generally speaking, the educational responsibilities of legislators focus on funding, accountability and governance, regardless of the specific issues being investigated. All studies will need to be related to these legislative responsibilities. The topics could vary from year to year. However, their connection to the legislature should be limited in scope. By doing this, the studies will be of more value to the legislature, and studies of a lesser value will be minimized.

- *Enable NCSL to serve as a liaison between states doing cost-sharing studies and existing OERI research.*

  The Department of Education provides funds for numerous programs (i.e. the labs and centers). NCSL is in a unique position to connect these programs with research efforts conducted through the cost-sharing awards program. For a small investment NCSL could provide this service which would greatly enhance the efforts of all the other educational research groups receiving federal funding.

- *Fund NCSL staff to answer information requests.*

  Even though NCSL currently answers information requests as a service to the legislatures, the education program is inadequately staffed to provide the amount of service that legislators require. Some of the increased volume of requests is generated through the cost-sharing program. Therefore, greater support is needed and could be provided through OERI as part of the program.

If the cost-sharing award program were to be continued--making use of the above recommendations--it would be a more cost-effective and worthwhile program. The educational research needs of the legislatures could be satisfied to an even greater extent

than already has been done. In turn, successful education policy would reflect the improvement of this service.

VII. Summary

This report has reviewed the progress of the NCSL/OERI cost-sharing awards program over the last 12 years. The purpose of the program and the procedures used in its implementation were discussed.

A recent NCSL survey of the directors of the 69 education policy studies conducted through this program is included and analyzed in this report. The results of this survey are used throughout the report when discussing the outcomes, strengths, and weaknesses of the program.

Finally, recommendations have been made to improve the program if it is continued. A strong case concerning the usefulness of the research conducted through this program and the need for OERI to continue to support this research has been made.

Appendix 1.

List of Studies by Category

General Education Finance Adequacy and Equity

American Samoa (1982-83)
"Education and Public Finance in the Territory of American Somoa"
Arkansas (1982-83)
"Equity in School Finance"
Connecticut (1985-86)
"Education Reform Costs in Connecticut"
Florida (1976-78)
"Improving Education in Florida: A Reassessment"
Georgia (1980-82)
"Georgia School Finance Equalization Study"
Illinois (1976-78)
"Effort in Illinois Finance" "Adjustments to Wealth Measurement" "Residential Property Composition" "Effects of Public Act 80-247"
Illinois (1980-82)
"Toward the Restoration of Equity in Illinois K-12 Finance"
Iowa (1982-83)
"Refinement of the Elementary and Secondary School Foundation Plan"
Kansas (1976-77)
"Report on Kansas Legislative Interim Studies to the 1978 Legislature"
Maine (1982-83)
"An Examination of the Reform Decade of the 1970's"
Michigan (1975-76)
"The Michigan School Finance System"
Mississippi (1986-87)
"A Study to Develop a More Equitable Distribution of Education Funds Within Mississippi"
Missouri (1975-76)
"Analysis of the School Finance and Tax Structure of Missouri"
Missouri (1982-83)
"The Equity of Public School Finance in Missouri: 1977-1981"
North Dakota (1986-87)
"A Study of the Special Education Delivery Systems and Transportation Reimbursement Formulas in North Dakota"
Ohio (1975-76)
"Income Variations Among Ohio School Districts"
Oklahoma (1979-80)
"Oklahoma School Finance Project"
Oklahoma (1987-88)
"A Study to Determine if a Statewide Program Cost Accounting System Can Be Implemented"
Pennsylvania (1978-79)
"Pennsylvania's School Subsidy Formula--The Use of Personal Income"
South Dakota (1987-88)
"A Study to Determine the Non-Instructional Costs of Public Elementary and Secondary Education in South Dakota"

Vermont (1982-83)
"A Study to Assure Equality of Educational Opportunity Through an Equitable Tax and Aid System"
Vermont (1985-86)
"Vermont's Program of State Aid to Education
Wisconsin (1978-79)
"Wisconsin State School Aid: A comparative Analysis of Its Effectiveness in Providing Property Tax Relief"
Wisconsin (1982-83)
"An Empirical Analysis of Cost Differences Among Wisconsin School Districts"
Wyoming (1986-87)
"Equity in Education Study"

Responses to Federal Education Aid Policies

Texas (1978-79)
"Comparative Study of Federal and State Categorical Programs"
Washington (1979-80)
"Federal Aid to Education: Washington State"

Educational Costs for Children With Special Learning Requirements

California (1986-87)
"A Study to Determine How to Organize and Expand Public School Programs to Reduce Dropout Rates for High Risk Students: Pregnant and Parenting Adolescents"
Indiana (1980-82)
"State Special Education Expenditures"
North Carolina (1982-83)
"Financing Special Education in North Carolina"
South Carolina (1980-82)
"Equality of Education for All Handicapped Students"
Utah (1976-77)
"Utah Schools' Special Education Study"

Early Childhood Special Education

Nebraska (1985-86)
"Early Childhood Special Education in Nebraska"

Property Tax Revision and Alternative Sources of Local School Support

Arizona (1978-79)
"Arizona Legislature's Special Session on School Finance and Taxation"
Georgia (1978-79)
"Handbook of Government Finance in Georgia"

Education, Job Training and Economic Development

Arkansas (1987-88)
"A Pilot Project to Improve the Reading and Writing Skills of Wage-Earners at Selected Industrial Plants in Arkansas"
Illinois (1985-86)
"Leadership in Education for Employment and Economic Growth"

Illinois (1987-88)
"Assessing the Impact of Education and Workforce Preparation Programs on Illinois' Efforts to Stimulate Economic Development"
Kansas (1983-84)
"Advanced Technology in Kansas"
Kansas (1986-87)
"Report of the Task Force on Business Training of the Legislative Commission on Economic Development"
New England (1983-84)
"Retraining for New England's Mid-Career Work Force"
Oregon (1983-84)
"The Legislative Role in the Job Training Partnership Act and Linking Job Training with Economic Development"

Improvements in Schools, Teaching and Learning

Colorado (1985-86)
"Evaluation of Certificated Education Personnel"
Delaware (1985-86)
"Teacher Recruitment and Retention in Delaware"
Delaware (1987-88)
"The Delaware Study of Higher Order Thinking for All Children"
Florida (1985-86)
"A Review of the Master Teacher Program, Merit Schools and the Extended School Day"
Maine (1985-86)
"Teacher Recruitment and Retention in Maine"
Minnesota (1986-87)
"New Roles for Teachers"
Missouri (1986-87)
"The Missouri Career Development and Teacher Excellence Plan"
North Carolina (1987-88)
"Increasing the Pool of Minority Teachers"
Nebraska (1987-88)
"Evaluation and Assessment Processes in Nebraska Public Schools"
Rhode Island (1985-86)
"Implementation and Assessment of a Pilot Suicidal Awareness, Identification and Prevention Program Model"
Tennessee (1983-84)
"Report of the Select Committee on Education"
Utah (1987-88)
"Examination of Eleventh Grade Graduation and Altering the Twelfth Grade Curriculum"
Vermont (1987-88)
"Technology, Computers and Learning"
West Virginia (1983-84)
"Statewide School Improvement Project"

Higher Education Finance Reform and Reorganization

Maryland (1980-82)
"Higher Education Policy Information System"
Massachusetts (1982-83)
"An On-Line Higher Education Personnel and Budgeting Data Base

Tennessee (1980-82)
"Improving the Quality of Public Postsecondary Education Institutions"
Virginia (1983-84)
"The Issue of Determination of Eligibility for Reduced Tuition Charges"
Washington (1983-84)
"Funding Higher Education in the State of Washington"

Management Information Systems for Overseeing School Finance Policies

Alabama (1980-82)
"The Development of a State-Level Management Information System for Education Data"
Maryland (1979-80)
"Legislative Education Policy Information System"
New Jersey (1979-80)
"Interactive Support System for Policy Analysis"
New York (1976-77)
"The New York State Aid Management Information System for Education"

General Education Reforms and Oversight

Alabama (1985-86)
"A Study of the Needs and Conditions in Alabama Relative to Education Reform Act of 1984"
New Hampshire (1986-87)
"Functions and Effectiveness of the School Administrative Unit System of the State of New Hampshire"
South Carolina (1985-86)
"An Educational Policy Study to Strengthen Program Evaluation and Legislative Oversight of Education"
Tennessee (1986-87)
"Evaluate Progress Toward Achieving the Goals of Section 99 of the Tennessee Comprehensive Education Reform Act"

Appendix 2.

The following questionnaire was sent to the directors of the 69 studies conducted through the cost-sharing awards program. The results of this survey have been used as a basis for this final report. An analysis of the responses to this questionnaire can be found in Appendix 3 of this report.

EVALUATION

NCSL/OERI COST-SHARING AWARD STUDIES

Name: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Name of Cost-Sharing Project: _____

Date Project was Implemented: _____

For over eleven years the National Conference of State Legislatures, with funding from the United States Office of Educational Research and Improvement, has coordinated a program that assits state legislatures in conducting education policy studies. As a participant in the study conducted in your state, we would appreciate your comments regarding the cost-sharing award program. Please take a few minutes to complete the following questionnaire and then return it by August 1, 1988 in the enclosed stamped envelope to: Connie Koprowicz, NCSL Education Program, 1050 Seventeenth Street, Suite 2100, Denver, CO 80265.

SECTION I. For the following statements, please circle the number that most appropriately expresses your opinion:

	NOT TRUE		SOMEWHAT TRUE		TRUE
1. Overall, the cost-sharing award was important in the intiation of this study.	1	2	3	4	5
2. The NCSL endorsement was important to this study.	1	2	3	4	5
3. The technical expertise provided by NCSL staff was important to our ability to conduct the study.	1	2	3	4	5
4. In conducting other studies, it would be important to have assistance from NCSL.	1	2	3	4	5
5. Participants in the study were satisfied with NCSL's administrattion of the project.	1	2	3	4	5

SECTION II. Please put an "X" next to all that apply.

I believe that in the future, it will be important for NCSL to sponsor studies regarding: (Check every one that is appropriate)

_____Education finance adequacy and equity
_____Federal education policy
_____Services for children with special learning requirements
_____Job training
_____Economic Development
_____Teaching Practices
_____Higher Education Finance and Organization
_____Management oversight
_____Education reform
_____Other (Please specify)

The funding provided through the cost-sharing award allowed us to:

_____Have greater flexibility in project planning and/or implementation.
_____Conduct more in-depth research than would have typically been done.
_____Involve more experts in the study.
_____Enhance the final report associated with the study.
_____Leverage additional funds.
_____Other (Please specify)

What have been the long-term outcomes of this cost-sharing award project?

_____Legislation enacted--Describe:
_____Policy changes--Describe:
_____Coalitions formed--Describe:
_____Further research in this area--Desribe:
_____Other--Describe:

SECTION III.

1. The principal benefit of this cost-sharing award was:

2. If the cost-sharing award program is continued, what improvements should be made:

3. Other Comments:

Thank you very much for your assistance in this evaluation. Please return this form in the enclosed stamped envelope by August 1, 1988.

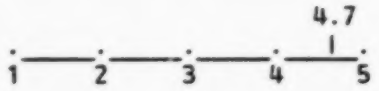
Appendix 3.

Cost-Sharing Evaluation Analysis

Section I

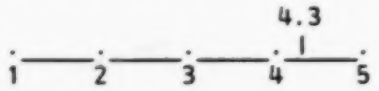
1. Overall, the cost-sharing award was important in the initiation of this study.

N=38



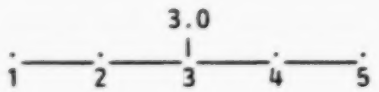
2. The NCSL endorsement was important to this study.

N=38



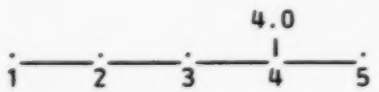
3. The technical expertise provided by NCSL staff was important to our ability to conduct the study.

N=38



4. In conducting other studies, it would be important to have assistance from NCSL.

N=37



5. Participants in the study were satisfied with NCSL's administration of the project.

N=38

SECTION II

Regarding which topics respondents considered most important for future studies, the following topics are listed in order, from most popular response to least popular response, followed by the number of responses received (N=38).

Education finance and equity: 28
Education reform: 26
Higher education finance and organization: 18
Services for children with special learning requirements: 17
Job training: 15
Federal education policy: 15
Economic development: 14
Management and oversight: 10
Teaching practices: 9
Drug education: 1 (given as write-in response)

Next are responses given to the question regarding what the cost-sharing grants allowed states to do in their studies. Answers are given in order of importance with number of responses following.

Conduct more in-depth research than would have typically been done: 25
Involve more experts in the study: 24
Leverage additional funds: 18
Have greater flexibility in project planning and/or implementation: 18
Enhance the final report associated with the study: 15

Finally, regarding long-term outcomes, the following responses were given:

Legislation enacted: 18
Policy changes: 12
Coalitions formed: 10
Further research: 7

SECTION III

Question 1. *What were the principal benefits of this cost-sharing award?*

Many benefits were cited. All of the 38 respondents mentioned one or more benefits in their state.

There were three major focuses in the responses to this question: (1) the fact that the dollars allowed the study to be conducted; (2) the education of legislators and legislative staff on the subject area; and (3) the ability to hire experts to assist in research efforts. Respondents were enthusiastic about the fact that general awareness of the study topic could be increased, both in the legislature and in the private sector. Staff felt that the grants offered them a professional challenge.

Question 2. *If the cost-sharing award program is continued, what improvements should be made?*

The responses to this question result in the following list:

- More time to conduct research;
- Provide continuing grants to selected projects;
- More advanced notice of grant availability;
- More on-site involvement by NCSL to enhance visibility and validity of work;
- More follow-up on study/project results;
- Bring study groups together to share methods and results;
- Less paperwork requirements